

FOREST HEIGHTS ELEMENTARY

2500 Blue Ridge Terrace

Columbia, S. C. 29023

GRADES K-5 Elementary School

ENROLLMENT 559 Students

PRINCIPAL Cynthia Cash-Greene 803-691-3780

SUPERINTENDENT Dr. Ronald L. Epps 803-231-7500

BOARD CHAIR Vince Ford 803-231-7556

THE STATE OF SOUTH CAROLINA

ANNUAL SCHOOL REPORT CARD

2004

ABSOLUTE RATING:

AVERAGE

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
3	12	56	51	3

IMPROVEMENT RATING:

BELOW AVERAGE

ADEQUATE YEARLY PROGRESS:

YES

This school met 13 out of 13 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

FOR MORE INFORMATION, VISIT WEBSITES AT:

WWW.MYSCSCHOOLS.COM

WWW.SCEOC.ORG

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	N/A	N/A	N/A
2002	Average	Below Average	N/A
2003	Average	Unsatisfactory	No
2004	Average	Below Average	Yes

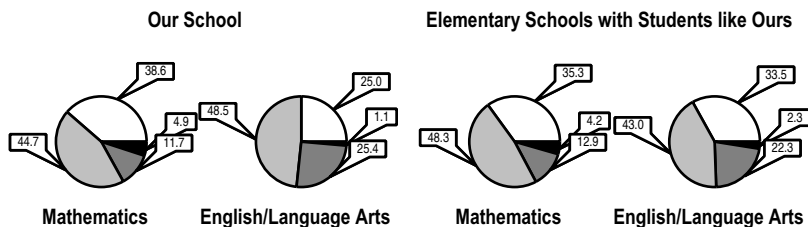
DEFINITIONS OF DISTRICT RATING TERMS

- Excellent - District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2003-04 whose 2002-03 test scores were located.

69.8%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

NOTE: Science and social studies are to be included in the 2005 school report card.

PACT PERFORMANCE BY GROUP

	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced (adj.)	Performance Objective Met	Participation Objective Met
English/Language Arts - State Performance Objective = 17.6%									
All Students	301	100.0	25.0	48.5	25.4	1.1	38.3	Yes	Yes
Gender									
Male	152	100.0	31.0	48.1	20.9	0.0	29.5		
Female	149	100.0	19.3	48.9	29.6	2.2	46.7		
Racial/Ethnic Group									
White	3	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
African-American	298	100.0	25.3	49.0	24.9	0.8	37.5	Yes	Yes
Asian/Pacific Islanders	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not disabled	262	100.0	23.6	49.3	25.8	1.3	39.3		
Disabled	39	100.0	34.3	42.9	22.9	0.0	31.4	I/S	I/S
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	301	100.0	25.0	48.5	25.4	1.1	38.3		
English Proficiency									
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Non-Limited English Proficient	301	100.0	25.0	48.5	25.4	1.1	38.3		
Socio-Economic Status									
Subsidized meals	261	100.0	25.8	48.9	24.0	1.3	37.3	Yes	Yes
Full-pay meals	40	100.0	19.4	45.2	35.5	0.0	45.2		

Mathematics - State Performance Objective = 15.5%									
All Students	301	100.0	38.6	44.7	11.7	4.9	26.9	Yes	Yes
Gender									
Male	152	100.0	44.2	43.4	9.3	3.1	23.3		
Female	149	100.0	33.3	45.9	14.1	6.7	30.4		
Racial/Ethnic Group									
White	3	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
African-American	298	100.0	39.1	45.2	11.1	4.6	26.1	Yes	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not disabled	262	100.0	36.2	45.0	13.1	5.7	30.1		
Disabled	39	100.0	54.3	42.9	2.9	0.0	5.7	I/S	I/S
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	301	100.0	38.6	44.7	11.7	4.9	26.9		
English Proficiency									
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Non-Limited English Proficient	301	100.0	38.6	44.7	11.7	4.9	26.9		
Socio-Economic Status									
Subsidized meals	261	100.0	41.2	43.3	11.6	3.9	25.3	Yes	Yes
Full-pay meals	40	100.0	19.4	54.8	12.9	12.9	38.7		

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

Abbreviations for Missing Data
N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

PACT PERFORMANCE BY GRADE LEVEL

		<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
English/Language Arts								
2003	Grade 3	91	98.9	19.0	50.6	30.4	N/A	30.4
	Grade 4	123	97.6	40.2	45.1	14.7	N/A	14.7
	Grade 5	103	100.0	43.8	47.2	9.0	N/A	9.0
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2004	Grade 3	86	100.0	15.5	45.2	36.9	2.4	39.3
	Grade 4	99	100.0	20.4	53.8	24.7	1.1	25.8
	Grade 5	116	100.0	41.1	48.2	10.7	N/A	10.7
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics								
2003	Grade 3	91	97.8	22.8	60.8	11.4	5.1	16.5
	Grade 4	123	100.0	37.1	48.6	11.4	2.9	14.3
	Grade 5	103	99.0	49.4	36.0	11.2	3.4	14.6
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2004	Grade 3	86	100.0	36.9	54.8	7.1	1.2	8.3
	Grade 4	99	100.0	28.0	47.3	16.1	8.6	24.7
	Grade 5	116	100.0	46.4	38.4	10.7	4.5	15.2
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

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SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 559)				
First graders who attended full-day kindergarten	81.3%	N/C	100.0%	100.0%
Retention rate	2.5%	Down from 6.3%	3.5%	2.7%
Attendance rate	95.9%	Up from 95.4%	96.2%	96.4%
Students with disabilities other than speech taking PACT (ELA) off grade level	6.6%		6.8%	4.6%
Students with disabilities other than speech taking PACT (Math) off grade level	5.0%		5.7%	3.5%
Eligible for gifted and talented	8.8%	Up from 7.5%	5.1%	13.5%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	5.2%	Down from 6.6%	8.0%	8.2%
Older than usual for grade	0.7%	Down from 1.1%	2.3%	0.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No change	0.0%	0.0%

Teachers (n= 45)				
Teachers with advanced degrees	53.3%	Up from 50.0%	48.5%	51.4%
Continuing contract teachers	57.8%	Down from 63.0%	80.0%	87.5%
Highly qualified teachers**	86.8%	N/A	92.7%	95.0%
Teachers with emergency or provisional certificates	3.1%		3.4%	0.0%
Teachers returning from previous year	N/A	N/A	82.5%	86.7%
Teacher attendance rate	93.7%	Down from 95.0%	94.7%	94.9%
Average teacher salary	\$38,288	Down 1.0%	\$39,762	\$40,760
Prof. development days/teacher	8.5 days	Up from 6.7 days	13.4 days	12.4 days

School				
Principal's years at school	3.0	Up from 2.0	4.0	4.0
Student-teacher ratio in core subjects	20.4 to 1	Up from 18.9 to 1	17.1 to 1	18.9 to 1
Prime instructional time	88.9%	Down from 89.5%	88.9%	90.0%
Dollars spent per pupil*	\$5,501	Down 19.4%	\$7,012	\$6,044
Percent of expenditures for teacher salaries*	74.0%	Up from 63.6%	63.9%	65.9%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.0%	Up from 98.7%	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Good	N/A	Good	Good

* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools**	91.3%	92.0%
Highly qualified teachers in high poverty schools**	90.3%	91.1%
	State Objective	Met State Objective
Highly qualified teachers in this school**	65.0%	Yes
Student attendance in this school	95.3%	Yes

**NOTE: The verification process was not completed for the year reported; therefore the count of highly qualified teachers may not be accurate.

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Forest Heights Elementary Year Round School continues to make academic progress towards meeting the goals for NCLB as well as other academic standards set by the state and district.

We have completed our third year as a year-round school and will continue to implement the program as a strategy for preventing students from losing information taught over a long period of time. The school is still young as a result of the consolidation of two communities. This year the school was recognized by the SCNPRA in four areas of written communication for our newsletters, parent calendar, TRIAD magazine and the eagle talk comprehensive communication devices used to strengthen the home and community relations. It is the goal of the school and community to obtain favorable status in several state awards such as a Silver or Gold recipient, A Red Carpet recipient and to meet the NCLB requirements for the 2004-2005 school year.

As measured by PACT, eighty percent of third graders, fifty-eight percent of the fourth grade students scored basic or above and fifty-six percent of the fifth graders scored basic or above in ELA. This result show that overall over half of the students do well; however, still a significant number of students fail to show satisfactory growth. In math, seventy-six percent of third graders, sixty-three percent of fourth graders, and fifty-one percent of fifth graders scored basic or above. This result indicates that students are losing information as they move forward in grade.

The school continues to provide a comprehensive program in cultural awareness during the intersessions for all students to include lessons in gymnastic, modern dance, 4-H, martial arts, science, and air space (aviation). Three students were recognized as South Carolina Academy of Science (SCAS / MESAS) Regional winners.

Business partners include: Benedict College, USC School of Teaching, Walmart, Christ Lutheran Church, SC National Guard (Star Base Swamp Fox), Haskell Heights Baptist Church and Temple Zion Baptist Church. Other local restaurants that support Forest Heights include: Gilligans, Bojangles, Hardees, Subway, and Sticky Fingers.

The district has provided ongoing staff development in Curriculum Deliverance. Strategies for strengthening the instructional program are taught through the Principles of Learning Institute for Learning, Standards in Practice and Fred Jones Strategies for Effective Teaching.

All goals set for the 2004-2005 year are attainable. The staff is committed to seeing that every child receives appropriate instruction and that each child is respected and nurtured for continuous learning.

Cynthia Cash-Greene

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	34	105	52
Percent satisfied with learning environment	76.5%	73.3%	84.6%
Percent satisfied with social and physical environment	85.3%	68.3%	84.6%
Percent satisfied with home-school relations	41.2%	72.8%	72.0%

*Only students at the highest elementary school grade level at this school and their parents were included.